

4 month reporting date 9/31/06 received 9/29/06
 8 month reporting date 1/31/07 received 1-30-07
 12 month required completion date 5/31/07 received 6/2/07
 16 month required completion date 9/31/07 received 11/03/2007
 Closed 11/03/2007

Chamberlain Academy Improvement Plan/Progress Report Form

Principle 1 – General Supervision:

Present levels: **ARSD 24:05:16:16. Personnel standards.** To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, the division shall determine that all personnel providing special education or related services, including early intervention and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing instruction or other service. The review team determined a special education teacher at Chamberlain Academy is not certified in the area of special education.

Desired Outcome(s): Chamberlain Academy will ensure that all special education teachers meet the state requirements for the position that they hold.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

East Dakota Educational Cooperative will insure that all teachers providing special education services at Chamberlain Academy meet the certification requirements in **ARSD 24:05:16:16.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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8 month reporting date 1/31/07 received 1-30-07

8 month reporting date 1/31/07 received 1-30-07

16 month required completion date 9/31/07 received 11/03/2007

16 month required completion date 9/31/07 received 11/03/2007

1. What will the district do to improve?

- East Dakota Educational Cooperative will modify teacher schedules and reassign duties and responsibilities to insure only HQ / Special Education teachers provide special education services at Chamberlain Academy.

What data will be given to SEP to verify this objective?

- SD DOE Personnel Record form required submission

July 1, 2006

Joan Frevik

Sept. 2006

Joan Frevik

Goal Met

Please explain the data (4 month)

All teacher schedules were modified beginning July 1, 2006 to redistribute caseload and Special Education instructional duties to a certified/HQ special education teacher.

Personnel record form submission is in process and will be complete by the DOE due date of October 15th. All special education teachers will meet State certification requirements under ARSD 24:05:16:16.

Please explain the data (8 month)

Personnel record forms submitted in October verify the Special Education responsibilities at Chamberlain Academy have been assigned to highly Qualified Special Education personnel.

Please explain the data (12 month)

Closed 11/03/2007

<p>Principle 3 – Appropriate Evaluation:</p> <p>Present levels: <u>ARSD 24:05:25:04: Evaluation procedures.</u> School districts shall ensure, at a minimum, that evaluation procedures are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer. The review team found behavior rating scales, that were designed to be interpreted by a school psychologist, were being given and interpreted by special education staff.</p> <p>Desired Outcome(s): The district will follow the guidelines set forth in the test manuals.</p>
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Closed 11/03/2007

Results of all special education assessments and behavior rating scales conducted on students placed at Chamberlain Academy will be administered and interpreted by trained and knowledgeable personnel as required by product specification and testing manuals.

[illegible]

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Please explain the data (4 month)

East Dakota Educational Cooperative has implemented a procedure to insure that all assessments are administered and interpreted by trained, knowledgeable and appropriated licensed personnel. During the month of August and Sept 2006, only one (1) 3 year evaluation was conducted at Chamberlain Academy. The psychological evaluation was conducted by a licensed school psychologist who also interpreted the results of the Emotional and Behavior Problem Scales (EBPS-2).

Data for this objective indicates 1/1 evaluations conducted interpreted as required under: ARSD 24:05:25:04: Evaluation procedures

Documentation submitted: copy of the evaluation report and Psychologist's report faxed to Linda Turner (9/29/06)

EDEC / Chamberlain Academy will continue to submit documentation as DOE OSE requires.

Please explain the data (8 month)

Since the submission of data for our 4 month review, four (4) additional 3 year re-evaluations were conducted at Chamberlain Academy. The psychological evaluations were conducted by a licensed school psychologist who also interpreted the results of the Emotional and Behavior Problem Scales (EBPS-2).

Data for this objective indicates 4/4 evaluations conducted interpreted as required under: ARSD 24:05:25:04: Evaluation procedures.

Documentation submitted: Copies of the 4 psychological evaluation reports and MDT eligibility reports mailed to Linda Turner on January 30, 2007.

Total evaluation reports to date reflect compliance in 5/5 evaluations conducted over the 8 month period. EDEC / Chamberlain Academy will continue to submit documentation should DOE SEP require.

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Please explain the data (12 month)

Since the submission of data for our 8 month review, four (2) additional 3 year re-evaluations were conducted at Chamberlain Academy. The psychological evaluations were conducted by a licensed school psychologist who also interpreted the results of the Emotional and Behavior Problem Scales (EBPS-2). The psychologist was not physically present for the meetings. Although the last correspondence from SEP indicated attendance was required, no information has been provided to date that reflects there is a statute requiring a school psychologist to be in attendance at the meeting. The psychologist's signature is reflected on the reports.

Data for this objective indicates 2/2 additional evaluations were conducted and interpreted as required under: ARSD
24:05:25:04: Evaluation procedures.

Documentation submitted: Copies of the 2 psychological evaluation reports and MDT eligibility reports mailed to Linda Turner on May 31, 2007.

Total evaluation reports to date reflect compliance in 7/7 evaluations conducted over the 12 month period.

SEP comment:

24:05:25:05. Eligibility and placement procedures. In interpreting evaluation data for the purpose of determining eligibility and in making placement decisions, each school district shall do the following:

(3) Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;

Based on the above regulation, there needs to be someone on the team knowledgeable about the evaluations that were administered and able to interpret the results.

Principle 5 – Individualized Education Program:

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<p>Present levels: <u>ARSD 24:05:27:01.03. Content of individualized education program.</u> Each student's individualized education program shall include: (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student. The monitoring team found this area out of compliance as student IEP's did not reflect the actual service being provided. Students are listed as either receiving 0 hours or 6 hours a day of special education services and not the specific number of hours of service they need to be successful.</p>			
<p>Desired Outcome(s): Individual IEP's will address the actual hours of special education service needed by that student.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The IEP team will discuss and identify the specific aids, supplementary services, supports and modifications that each individual student requires in order to be successful in his / her educational placement. The identified needs will be documented accordingly in the student's IEP as a description of the service provided and the specific amount of time designated for the provision of these required services..</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

Closed 11/03/2007

<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> Special education personnel will direct the IEP team in identifying the type of service required and the amount of time that will be allocated to provide the required services on each individual student during the student's IEP meeting. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> EDEC/Chamberlain Academy staff will submit copies (each month for the month prior) of each IEP written for students at Chamberlain Academy for review and evaluation by SEP staff 	<p>July 1, 2006 - ongoing</p> <p>Monthly, beginning Aug 2006</p>	<p>Ione Jones, Chamberlain Academy</p> <p>Joan Frevik EDEC</p> <p>Ione Jones, Chamberlain Academy</p>	<p>Goal Met</p>
<p>Please explain the data (4 month)</p> <p>During the months of August and September 2006, Chamberlain Academy Special Education staff have conducted only 1 IEP meeting where the team identified type of service and the required amount of time allocated to service provision in the regular education classroom.</p> <p>Documentation submitted: copy of the IEP faxed to Linda Turner (9/29/06)</p> <p>Note: other special education eligible students have been placed during this 2 month period but they were currently on active IEPs and the IEPs were "adopted" as written through the addendum process.</p> <p>EDEC / Chamberlain Academy will continue to submit documentation as DOE OSE requires.</p>			

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Please explain the data (8 month)

Since the 4 month data submission, Chamberlain Academy Special Education staff have conducted 7 additional IEP meetings. The team identified type of service and the required amount of time allocated to service provision in the regular education classroom in 6/6 IEP documents.

Documentation submitted: Copies of the 7 IEPs mailed to Linda Turner on January 30, 2007.

Note: 3 of the submission are for students who had only an annual review. The remaining 4 (of 6) had re-evaluations in conjunction with their IEP. The IEP for those 3 students is attached to the documentation submitted for Principle 3.

Total evaluation reports to date reflect compliance in 8/8 IEP Team meetings conducted over the 8 month period. EDEC / Chamberlain Academy will continue to submit documentation should DOE SEP require.

Please explain the data (12 month)

Since the 4 month data submission, Chamberlain Academy Special Education staff have conducted 8 additional IEP meetings. The team identified type of service and the required amount of time allocated to service provision in the regular education classroom in 8/8 IEP documents. Some State forms provide limited space for detailed documentation. Additional information is provided under the section that describes how behavior impacts educational performance. A listing of interventions is often detailed there.

Documentation submitted: Copies of the 8 IEPs mailed to Linda Turner on May 31, 2007.

Note: 6 students whose documentation is included with this submission had only an annual review. The remaining 2 (of 8) had re-evaluations in conjunction with their IEP. The IEP for those 2 students is attached along with the documentation of the 3-year evaluation.

Total evaluation reports to date reflect compliance in 16/16 IEP team meetings conducted over the 12 month period.

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Please explain the data (16 month)

A follow up review was conducted by Barb Boltjes and Chris Sargent on October 12, 2007 to determine status of documentation of configuration of services on IEP's for students attending Chamberlain Academy.

The monitoring team reviewed three files completed since May 31, 2007. The monitoring team determined in 3 of 3 files reviewed, configuration of service was documented in minutes per week of special education services. Chamberlain Academy meets requirements.